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ABSTRACT

The "State Policy on Transfer", adopted in 1991, continues to be highly effective in helping students transfer from two-year to four-year institutions. In addition, the policy has promoted cooperation between institutions, most of which have progressed beyond questions of policy compliance to practices that facilitate equitable admission and ensure that transfer students will complete their baccalaureate degree. This document presents articles on topics that are designed to increase the understanding of how credits transfer, how transfer guides can be used to facilitate transfer, and how articulation agreements are developed. Articles include: (1) When is a Credit not a Credit? (2) Transfer Guides--Road Maps for Transfer Planning; (3) Guidelines for Developing Articulation Agreements between Community Colleges and Four-Year Institutions; (4) High School--Community College--Four-Year College Examples of Articulated Programs through Tech Prep; and (5) Opportunities for Advanced Standing for High School Students. Some notable benefits of articulation agreements listed include elimination of uncertainty in the acceptance of credits, elimination of unnecessary duplication of course work, and reduction in the cost of a baccalaureate degree. Contains a list of Virginia's Chief Transfer Officers (1995-96). (TGO)

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ED 435 410

TRANSFER CONNECTION

An annual publication of the State Committee on Transfer -- 1996

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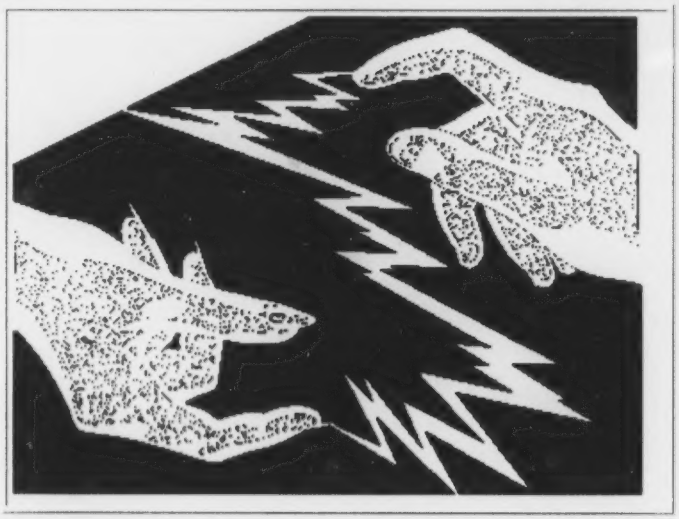
TRANSFER IN VIRGINIA -- AN UPDATE

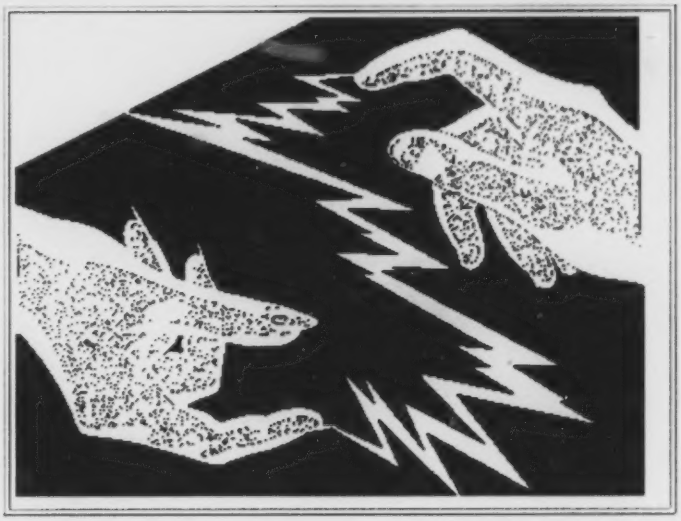
The *State Policy on Transfer*, adopted in 1991, continues to be highly effective in helping students make a smooth transition from Virginia's two-year to four-year institutions of higher education. In addition, the *State Policy on Transfer* has promoted increasing levels of cooperation between institutions, most of which have progressed beyond questions of policy compliance to practices that facilitate equitable admission and ensure that transfer students will be given every opportunity to complete the bachelor's degree.

Most of Virginia's two- and four-year institutions are in full compliance with the *State Policy on Transfer*, and those few institutions that are not yet in full compliance are working to update their transfer policies and move toward compliance. Specifically, the *State Policy on Transfer* provides assurances to students who graduate with transfer degrees from the two-year institutions that their credits will be accepted and that general education requirements will be met. In addition, the policy, to the extent possible, provides transfer students with the same opportunities as other native students in such areas as course selection, registration, access to campus housing, and financial aid.

With a lessening of the need to focus on issues of compliance with the *State Policy on Transfer*, the Committee has addressed a number of issues related to better communication of transfer information. Every two-year and four-year institution in the state has designated a chief transfer officer who oversees the transfer process. In the fall of 1995, most of the state's chief transfer officers met with members of the State Committee during the conference of the Virginia Association of College Registrars and Admissions Officers to discuss topics such as preparing effective transfer guides and improving accessibility of transfer information through the use of technology. In addition, the Committee has encouraged involvement of four-year college faculty in the biannual discipline meetings and the counselor meetings held for community college faculty and staff throughout the state. The State Committee on Transfer will continue work on a variety of related issues in the coming year, including the sharing of data on the progress of students who transfer and the establishment of a coordinated state-wide electronic transfer assistance system.



The Committee's monitoring of the *State Policy on Transfer* has been the catalyst for cooperation



The Committee's monitoring of the *State Policy on Transfer* has been the catalyst for cooperation between the state's four-year institutions and the community colleges. In the coming year, a representative from the Department of Education will be added to the Committee to begin to explore partnerships and agreements between the state's secondary schools and institutions of higher education. Overcoming barriers to transfer requires open communication across all educational levels, and the success of the Committee in facilitating student movement across those levels will depend on the on-going commitment of our institutions to making effective transfer a joint responsibility.

This newsletter presents articles on topics that were included in the 1995-96 action plan of the State Committee on Transfer and sets the stage for the Committee's work in the coming year. Articles are designed to increase understanding of how credits transfer, how transfer guides can be used to facilitate transfer, and how articulation agreements are developed. Opportunities for advanced standing credit are also described, illustrating not only the progress made in transfer in 1995-96 but also the significance of continuing collaborative efforts in 1996-97 to improve transfer opportunities in the state.

When Is A Credit Not a Credit?
Understanding How Credits Transfer

Despite the progress made since the adoption of the State Policy on Transfer in 1991, some students still have questions or concerns about transfer practices in the state. Perhaps the most misunderstood part of the transfer process is how credits transfer. The following are answers to some of the most commonly asked questions concerning the transfer of credits from community colleges to four-year colleges and universities. ***It's difficult to provide simple answers to these questions; sometimes a credit is not a credit.***

Q. ***Will all credits taken at the community college transfer?***

No, not all credits earned at the community college are accepted in transfer at the four-year institutions. Community colleges offer degree programs for a number of purposes--to prepare students for immediate entry into the workforce, to develop skills for career advancement or personal growth, and to prepare students for continuing their studies at four-year colleges and universities. Generally, courses taken in the liberal arts as part of a "university parallel" transfer program will be accepted at the senior institutions. Courses taken in certain occupational/ technical areas may not meet the requirements for transfer to a four-year degree program.

It is important that students understand the goals and purposes of the degree program in which they are enrolled at the community college. Degree programs designed for transfer include the *Associate in Arts, Associate in Science, and Associate in Arts & Sciences* degrees. The *Associate in Applied Science* degree program is not specifically designed to prepare students for transfer, although some courses in these programs may be transferrable based on special arrangements between the community college and the senior institution called "articulation agreements".

Most two-year transfer programs require students to complete a minimum number of credits in English composition, the humanities or fine arts, social and behavioral sciences, natural sciences, mathematics, and in some cases, foreign languages. These courses meet the lower-level general-education requirements of the four-year colleges and universities. In addition, some of the courses taken in the liberal arts may meet prerequisite or specific core requirements for courses in the studentsÆ major field of study. University parallel courses that do not meet either general education or major course requirements will generally be accepted as elective credits toward a baccalaureate degree.

Courses designed specifically for certain occupational/technical areas usually do not transfer to meet general education or major field requirements at the receiving institution. Exceptions may be made for some major field courses in the case of programs articulated with professional schools at the four-year college. Elective credit may be given for some technical courses appropriate to the studentÆs chosen field of study, but many courses may not transfer at all. Credits earned in developmental courses or courses taught at a pre-college level generally will not be accepted in transfer.

Finally, non-traditional credits awarded at the community college may not be acceptable for transfer to the senior institutions. For example, credits earned through the Advanced Placement (AP) program, the College Level Examination Program (CLEP), or the high-school dual enrollment program may not be accepted in transfer to all four-year colleges and universities; however, most institutions will accept them from associate degree graduates if they were used to satisfy requirements for the transfer associate degree.

Q. *How can I find out which courses will transfer?*

The college to which the student wants to transfer determines which courses will be accepted in transfer, how many credits will be awarded, and the type of credit that will be awarded (general education, major field requirements, or elective credit). The receiving institution must be able to ensure that the credit awarded represents college-level work taught by a qualified faculty member at a level appropriate and relevant to the student's field of study. Because each college determines its own policies about accepting credits in

transfer, guarantees cannot be made except by the receiving institution.

An important source of information on course equivalencies and the transferability of credits is the four-year college transfer guide, a publication usually made available through the admissions office. Many senior institutions also provide access to their guides through their home page on the World Wide Web. The most authoritative source of information is the admissions office at the four-year college. Admissions counselors can answer most questions or refer students to someone in the appropriate academic department who can. In addition, most community-college counselors and academic advisors can offer sound advice based on their experience, particularly with the local four-year institutions that a majority of their transfer students attend. These unofficial assessments of what will transfer are not confirmed until the receiving institution receives a final transcript from the community college and an official evaluation of transfer credit is sent.

Q. ***Is there a minimum or a maximum number of credits that I should take before I transfer?***

Under most circumstances, students who begin their work toward a baccalaureate degree at the community colleges are well advised to complete the two-year associate degree before transferring. Students who have earned an associate degree in a university parallel transfer program are considered to have met the lower-division general education requirements at public senior institutions and are awarded junior standing. Certain majors, however, may require students to complete more than two additional years because of prerequisites or other requirements specific to a field of study. In the case of non-transfer occupational-technical degree programs covered by terms of an articulation agreement, acceptance of credits is normally contingent upon completion of the associate degree.

Although students can maximize the number of credits that will transfer by completing a college transfer associate degree, some students may choose to transfer before completing a degree program. Particularly for some highly selective or unique baccalaureate programs, students should follow the advice of an advisor from the four-year institution to ensure that courses selected will prepare them for the major they intend to pursue. For the student who wishes to transfer but has not yet selected an institution or a major, the transfer module in the state policy presents a set of courses totaling 35 credits that meet many of the general education requirements of the senior institutions. (For courses listed as a two course sequence, some colleges will require completion of the sequence with no credit awarded for half the sequence.) Provided the student meets the terms for completion of the transfer module, this set of courses will be accepted toward a baccalaureate degree program.

Students should also be advised that most colleges have a maximum limit to the number of credits accepted in transfer. Graduation requirements for the baccalaureate degree include a minimum number of credits at the upper division level and a minimum number of credits completed at the senior institution. The transfer institution will be able to answer questions on the exact number of credits that can be transferred to meet those requirements.

Finally, students who have not maintained continuous enrollment in the community college may find that some of their credits are "too old," especially in the science or pre-health science areas. Some institutions will not accept any credits more that six or

seven years old; some may apply the "age" criteria only to courses in the major. Still others will accept credits no matter when they were taken.

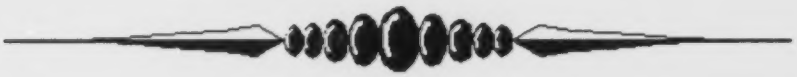
Q. ***Will credits transfer in courses where I earned a "D" or a "P" (pass/fail option) grade? What grade-point average do I have to have in order to transfer?***

Some public colleges and universities guarantee admission to all community-college graduates of an associate degree transfer program. Few colleges, however, will accept students on academic probation or suspension at their current college. Most colleges have policies requiring a minimum cumulative grade point average of 2.00 for all work attempted at the community college. This means that D grades are generally not accepted for credit. Since P grades are not used to compute the grade point average, prerequisites or courses required in the major may not transfer for credit if taken under the P/F option.

Many colleges make a distinction between admission to the four-year college or university and admission to a particular program of study. Students interested in highly selective programs of study may need a B average (3.00) or higher in all courses attempted in order to qualify for admission. Meeting the minimum grade point requirement for admission to the college or university may not guarantee admission to a particular program there.

"The State Policy on Transfer provides guarantees on the acceptance of credits for community-college students who either complete the transfer associate degree or who meet the conditions for completion of the transfer module. Ideally, students interested in transfer should meet with an advisor before registering for any courses. There is a great deal of diversity

between colleges and what they want students to complete before they transfer. Nevertheless, a number of sources of information are available to the student who wishes to navigate the path from community colleges to the four-year colleges and universities."



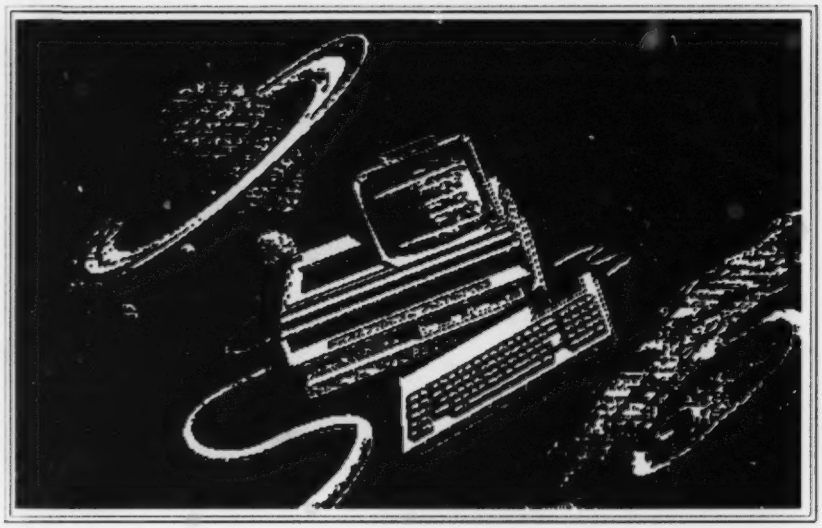
TRANSFER GUIDES - ROAD MAPS FOR TRANSFER PLANNING

Transfer guides have become essential sources of information on transfer in Virginia. These guides, which have been published by all public four-year institutions in Virginia, are often the first place that community-college students look when they begin to plan for transfer. The *State Policy on Transfer* requires all public institutions to publish transfer guides. The State Committee on Transfer has issued a set of guidelines for the development of transfer guides, but has not required a specific format to which all institutions must adhere.

As a result of the flexibility provided in how the transfer guides look and are organized, there is a good deal of variety among the different guides. However, all guides must provide specific information on programs of study and the community-college courses that are required to meet the first two years in each program. In this way, community-college students can consult the transfer guides of the colleges to which they plan to transfer and know precisely which courses to take to meet the first and second year requirements in programs such as business administration, engineering, and allied health.

Transfer guides also provide listings of general education requirements for all degrees at the institution, along with the community-college courses that meet these requirements. Students who may not have decided on a major can follow these guidelines to ensure that they will be taking courses that not only transfer but that meet general education requirements. In addition, many transfer guides provide course-by-course equivalencies for all community-college courses that are accepted by the institution. All the guides give course equivalencies for the state transfer module.

Transfer guides also contain additional information such as application procedures, financial aid, evaluation of credit, housing, and registration. An important new addition to sources on transfer in Virginia will be the inclusion of the transfer guide in each four-year institution's site on the World Wide Web. In the not-too-distant future, potential transfer students will be able to access transfer information through the World Wide Web from computer terminals on campus or at home. In addition, any faculty advisor or counselor at any community college will have access to the most up-to-date transfer information through the World Wide Web. Students at other four-year institutions inside or outside of Virginia will also be able to review the transfer requirements of institutions to which they plan to transfer. Whether in print or on the World Wide Web, transfer guides will continue to play an essential role in the transfer process in Virginia.



"In the not-too-distant future, potential transfer students will be able to access transfer information through the World Wide Web fron computer terminals on campus or at home."

Guidelines for Developing Articulation Agreements Between Community Colleges and Four-year Institutions

Associate in Applied Science Degree Programs

The *State Policy on Transfer* provides certain guarantees about the transfer of credits for community-college students who complete a university parallel associate degree program. To facilitate student transfer from the non-transfer or occupational-technical degree programs, the State Committee on Transfer encourages institutions to develop formal articulation agreements that establish the parameters of transfer practices and requirements for the applied degree programs that have related programs at the four-year institutions. The following guidelines have been prepared to provide some direction for those who would like to develop articulation agreements between the community colleges and the four-year institutions.

Definition

Articulation is a systematic process for matching or coordinating community college and senior institution degree program requirements to facilitate student progress through educational levels. *Articulation agreements* are formal documents that provide certain guarantees to transferring students that cover the sequencing of courses, credits granted

for course equivalencies, and additional courses or requirements that must be met to complete the baccalaureate degree at the four-year college or university. Although agreements can be reached between secondary schools, community colleges and senior institutions for articulating academic and competency-based curriculums, references made to articulation agreements by the State Committee on Transfer refer to formal arrangements between Associate in Applied Science degree and Baccalaureate degree programs in Virginia.

Benefits of Articulation Agreements

Articulation agreements

- eliminate uncertainty in the acceptance of credits
- eliminate unnecessary duplication of course work
- reduce the cost of a baccalaureate degree
- provide opportunities for development of more advanced skills
- lessen time to graduation by alleviating problems that result in delays in program completion
- prevent loss of credit
- encourage students to pursue higher level educational goals
- provide incentives for completing associate degree programs
- reduce the need for duplication of instructors, course materials, equipment and facilities
- encourage collaboration between educational institutions
- benefit students, institutions, and the communities served.

Developing Effective Articulation Agreements

- Identify student or institutional needs that might be met through collaboration between the colleges. Bring together administrators and faculty for initial discussions to explore the feasibility of linking the programs and identify possible benefits of, and obstacles to successful articulation.

- Secure support from top-level administrators at both institutions and decide on goals for the programs to be articulated. Initiate discussions of program goals, course content, credits, and equivalencies with appropriate faculty and staff. The following is a list of suggested issues for discussion and resolution:

    1. Does the agreement apply to all VCCS college programs or only to specific colleges?

    2. Is there a guarantee of admission to the college or is a preference given to the VCCS college graduate?

    3. Are students given credit for meeting all lower division general education requirements? If students have not met the requirements in the A.A.S. degree, do they have to take additional hours before they enter the B.S. or B.A. program? or can additional general education courses be taken at the senior institution?

    4. Will all courses applied to the A.A.S. degree be accepted in transfer? Will "D" grades be accepted? If not, will those courses have to be repeated at the senior institution to meet requirements?

    5. Do any courses transfer as meeting upper division equivalents? Does this equivalency hold for all students who take these courses, or only graduates of the A.A.S. program? Will credit be given for these course equivalencies toward meeting the minimum requirement for upper division courses in the curriculum? If not, will the student have to complete additional courses to meet the upper division requirement?

    6. What procedures will be followed in modifying program requirements? How will the VCCS college and the students enrolled in the program be notified of changes?

    7. Will students have the option of meeting program requirements in effect when they matriculate at the senior institution? at the community college? Do they have to maintain continuous enrollment to qualify under this agreement? Is there a time limit on enrollment or graduation?

    8. Is there a grade point requirement to be admitted?

    9. Will credits for non-traditional learning be accepted (i.e. portfolio analysis, CLEP, distance learning or independent study courses) as a part of the A.A.S. degree?

    10. Will students be given junior status with the expectation that they can complete the degree in two years?

    11. Will the community college agree to encourage students to enroll in courses recommended by the senior institution?

    12. Will any special consideration be given to VCCS graduates in terms of

housing, registration for classes, financial aid, etc.?

13. Is there a limit on the number of courses/credits that will be accepted toward a major?

- Develop a written agreement to be signed by the institutions' chief academic officers. In addition to resolutions of the issues listed above, the articulation agreement should identify effective dates, mechanisms for marketing and enforcing the agreement, evaluating its success, and modifying or terminating the terms of the agreement.

* *

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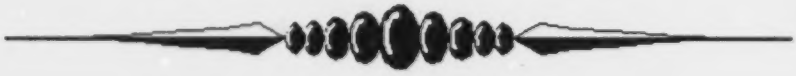


HIGH SCHOOL -- COMMUNITY COLLEGE -- FOUR-YEAR COLLEGE EXAMPLES OF ARTICULATED PROGRAMS THROUGH TECH PREP

Tech Prep programs throughout Virginia have promoted a coordinated approach to skill development and the validation of prior learning experiences as students progress from high schools to community colleges to four-year institutions. Here are some examples of programs that are in place throughout the Commonwealth.

- The Roanoke Area Tech Prep Consortium has worked with all area high schools, Virginia Western Community College, and selected four-year institutions to develop articulation manuals for all 18 Associate in Applied Science (A.A.S.) degree programs offered by Virginia Western Community College. These articulation manuals, which have been developed for each high school, give guidelines on what students should take each year in high school, grades 9 - 12, in preparation for each of the 18 degree programs. Course selections for each program at Virginia Western are included in each manual, as well as the transfer options available for community-college graduates in each of the 18 A.A.S. degree programs. In addition to educational planning information, the manuals also provide information on job titles, responsibilities, and salary ranges for each degree. In several of the programs, Virginia Western grants credit for skills developed in selected high school courses.

Articulation agreements with four-year institutions have been developed for some but not all of the 18 degrees. For example, programs in nursing, mental health technology, and management have been articulated with Radford University. Programs in civil engineering technology, computer engineering technology, electrical engineering technology, and mechanical engineering technology have been articulated with Old Dominion University through its Teletechnet Program. For additional information, contact Ben Helmendollar at (540) 857-6917.

- The Health Technologies programs at Northern Virginia Community College are being restructured so that a common core of knowledge and competencies is required as a foundation for each program. This core, which includes human biology, medical terminology, patient care skills, and orientation to health professions can be completed by taking four courses at the college; or high school graduates can demonstrate skills and knowledge learned in high school through technical health occupations courses by taking competency exams. Students can earn up to a total of nine semester credits by successfully completing these exams.

  Some of the Northern Virginia Community College health technologies Associate in Applied Science degrees have been articulated with selected four-year institutions. Agreements are in place with George Mason University, Marymount University, Old Dominion University through its Teletechnet Program, and others. For additional information, contact Ronda Hall, NOVAFAX Tech Prep Coordinator, at (703) 323-3411.

- The New River Valley Tech Prep Consortium has worked to develop articulation agreements between nine area high schools and New River Community College. Students who earn A.A.S. degrees in selected programs are able to transfer to several four-year institutions. High-school and community-college faculty have worked together to develop a competency list for each articulated course. High-school faculty then teach to those competencies. Courses have been articulated in the following areas: automotive, business, cooperative education, child care, drafting, electronics/instrumentation/electricity, computer science, machine technology, marketing, physics, and welding.

  High-school students who take courses that have been articulated are given the opportunity to waive selected beginning courses in these programs at New River Community College. Students who receive course waivers are able to take other courses to enrich their programs and to better prepare for transfer. Many of the A.A.S. degrees at New River have been articulated with programs at selected four-year institutions. For example, the A.A.S. degree program in business management with a specialty in small business management has been articulated with Virginia Tech's vocational education program. The electronics instrumentation/electricity degree is articulated with West Virginia University, Old Dominion University, and the University of North Carolina at Charlotte. For additional information, contact Helen Harvey at (540) 674-3613.

"This represents another example of the growing trend to acknowledge the development of skills and to articulate programs from high school to the community college and then on to four-year institutions."

- Germanna Community College is developing a program through Tech Prep that will allow high-school students to demonstrate competencies and to receive college credit for selected business, tech-nology, and health occupations courses. For example, students should soon be able to receive credit for the beginning college accounting course based on skills acquired in high school.

- In addition, other Tech Prep articulation efforts include the development of new majors, such as service and support technician, industrial/instrumentation and systems control technician, and administrative support technician. The purpose of this articulation effort is to provide a seamless curriculum as students progress up the career ladder.

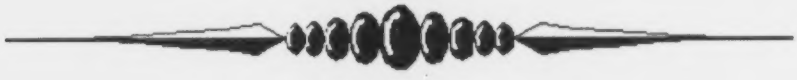
  Many of the A.A.S. programs in business offered at Germanna transfer to Strayer College through an articulation agreement. For additional information, contact Carol Groppel at (540) 727-3011.

- The Tidewater Tech Prep Consortium has worked diligently on updating its articulation agreements with the areas' public school systems. In January 1996, faculty from Tidewater Community College and the public school systems of Norfolk, Portsmouth, Chesapeake and Virginia Beach met for a final session to update articulation agreements.

  The Tidewater Consortium is unique in that it has one of few regional nursing articulation models. The Tidewater Regional Model For Nursing Articulation and Coordination agreement provides opportunities for graduates of certain schools of practical nursing in Tidewater to move into associate degree nursing programs without duplication of instruction or testing.

  The following nursing programs have been articulated with the associate degree nursing program at Tidewater Community College, Portsmouth Campus: Schools of Practical Nursing in Norfolk, Portsmouth, Chesapeake, Suffolk (Obici), Virginia

Beach, Newport News (Riverside), Williamsburg/James City County, New Horizons Technical Center, Career Development Center (Newport News), North Hampton Accomack County, (NAM Memorial Hospital), and Franklin City (South Hampton Memorial Hospital). For additional information, contact Maxine Singleton at (804) 427-7208.



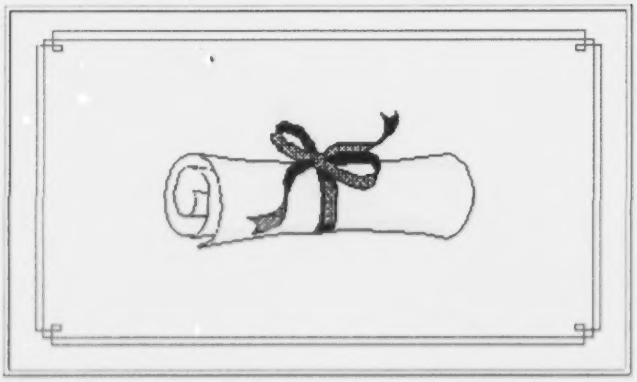
OPPORTUNITIES FOR ADVANCED STANDING FOR HIGH SCHOOL STUDENTS

Virginia's high-school students are fortunate to have three quality programs that allow them to earn college credits during their high school years. The dual enrollment and Advanced Placement (AP) programs are well-established, with most high schools participating, while the International Baccalaureate (IB) program is in the early stages of development in Virginia. All these programs are valid and important ways in which high-school students may obtain a wider range of challenging course options, avoid unnecessary duplication of educational experiences, and reduce the time and cost of their college education.

Dual Enrollment

In the dual enrollment program, high-school students typically take one or more community-college courses for which they receive simultaneous high-school and college credit. These dual-credit courses may be offered at the high school or at the college campus, although school districts generally prefer that most classes be made available at the high schools during the regular school day. As the program has evolved, most course offerings have been designed to meet requirements in a community-college transfer program or to transfer directly to a four-year college or university -- courses such as English Composition, U.S. History, General Biology, and others. More recently, non-transfer, occupational/technical community-college course offerings have become more commonplace. Instructors are usually full-time or part-time community-college faculty members and must meet the faculty credentialing requirements established for college accreditation by the Southern Association of Colleges and Schools. High-school teachers who meet these requirements also may be employed as instructors in dual-credit courses. Wherever the course is taught or whoever teaches it, students are taking the same college course, using college textbooks (and supplementary materials), and following the college syllabus.

The State Committee on Transfer endorses the dual enrollment program and encourages the continued high standards of quality in the placement of students in the program, the credentials of faculty, and the assessment of student learning outcomes and student success after transfer to a community college or university. The committee also encourages the full acceptance of dual-credit, transfer-level courses by Virginia's four-year institutions when students request the transfer of the community-college credits.



"Virginia's high-school students are fortunate to have three quality programs that allow them to earn college credits during their high school years."

Advanced Placement (AP)

The Advanced Placement program, sponsored by The College Board, is also well-established in Virginia. According to a 1995 Southern Regional Education Board report, "Challenging Students to Higher Standards Through Advanced Placement," Virginia is among the regional leaders in the percentage of high schools offering AP course opportunities, with 88 percent of Virginia's high schools participating. In this program, high-school students take a designated AP course for high-school credit and then take a national AP test in that subject area. The community college or four-year college then may or may not grant college credit for the AP course, depending on the test score.

In fall 1995 the State Committee on Transfer prepared a chart listing the minimum AP scores needed for credit as determined by each of the colleges and universities in Virginia. This chart is reprinted in this newsletter. While many colleges follow the College Board's and the American Council on Education's recommendation and award college credit for a grade of 3 or higher, many other colleges and departments within colleges require a grade of 4 or 5. The State Committee on Transfer is working to encourage greater uniformity in test score requirements. This will reduce the amount of confusion among high-school students about the potential for acceptance of AP credits by Virginia's colleges.

The Advanced Placement program is seen by the State Council of Higher Education, the Virginia Community College System, the Department of Education, and the State Committee on Transfer as a quality program that deserves our full support. In the coming year the State Committee will also address the problem of transfer students discovering that their AP credits, which were accepted by the community college, may not be accepted by the four-year college to which they are transferring.

The International Baccalaureate

A growing number of high schools in Virginia are offering the International Baccalaureate program. The International Baccalaureate Diploma is an internationally recognized pre-university qualification which is accepted in over 60 countries. To gain an IB

Diploma, students must successfully complete six separate courses covering a range of academic disciplines, including literature, second/foreign language, humanities, experimental sciences, mathematics, and the arts. In addition, candidates must complete an extended essay in a selected field, participate in over 100 hours of service and creative activities, and take a theory of knowledge course. Students have the option of completing an International Baccalaureate Diploma or of completing individual courses in the IB curriculum. Those who complete the entire program will have completed approximately one year of college work, along with 25 hours of IB exams reflecting international standards of learning.

Many colleges and universities in Virginia and throughout the United States grant advanced standing credit to students who have earned the IB Diploma or who have completed IB courses. For example, Virginia Tech will grant up to 38 semester credits for those earning the IB Diploma, and up to 30 semester credits for selected courses without the IB Diploma. Virginia Tech grants credit for individual IB courses to students who have scored at least a 4 (5 on mathematics) on the higher level examinations. Other colleges and universities in Virginia either have policies in place or are developing advanced-standing policies for both IB courses and the IB Diploma. Virginia now ranks third nationally in the number of authorized IB programs. Currently there are thirteen Virginia high schools with authorized IB programs, with one more awaiting accreditation. Several others plan to begin programs over the next two years.

Virginia's International Baccalaureate
School Directory
March 1996

Authorized IB Programs

Alexandria - Mount Vernon High School
Arlington - Washington-Lee High School
Berryville - Clark County High School
Ewing - Thomas Walker High School
Falls Church -
    George Mason High School
    J.E.B. Stuart High School
Jonesville - Lee High School
Manassas - Stonewall Jackson High School
Newport News - Warwick High School
Richmond -
    Henrico High School
    Trinity Episcopal School
Roanoke - Fleming-Ruffner Magnet Center
Salem - Salem High School

To Receive Accreditation Visit in May

Virginia Beach - Princess Anne High School

Applications in Early Stages of Approval Process

Bristol - Virginia High School

Norfolk - Granby High School

The State Committee on Transfer is encouraging each college and university to develop a specific policy on the acceptance of IB credits. Recognizing the high quality of the IB program, the committee also is encouraging more and wider dissemination of information about the program by the State Council of Higher Education, the Department of Education, and professional organizations. The International Baccalaureate Program, like the Dual Enrollment and Advanced Placement Programs, offers excellent opportunities for high-school students to earn advanced-standing credit at many colleges and universities in Virginia and elsewhere.

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